

Trinity University  
**Digital Commons @ Trinity**

---

Understanding by Design: Complete Collection

Understanding by Design

---

7-2-2008

# Exploring Cause and Effect through Change [7th grade]

Sarah Gamboa  
*Trinity University*

Follow this and additional works at: [http://digitalcommons.trinity.edu/educ\\_understandings](http://digitalcommons.trinity.edu/educ_understandings)



Part of the [Junior High, Intermediate, Middle School Education and Teaching Commons](#)

---

## Repository Citation

Gamboa, Sarah, "Exploring Cause and Effect through Change [7th grade]" (2008). *Understanding by Design: Complete Collection*. 35.  
[http://digitalcommons.trinity.edu/educ\\_understandings/35](http://digitalcommons.trinity.edu/educ_understandings/35)

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): . For information about the series, including permissions, please contact the administrator: [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Exploring Cause and Effect through Change

Grade Level: 7

Subject/Topic Area(s): ESL (unit touches on science, civics, and literature)

Designed By: Sarah A. Gamboa

Time Frame: 36 Days

School District: NEISD

School: Jackson Middle School

School Address and Phone: 4538 Vance Jackson  
San Antonio, TX 78230  
(210) 442-0550

### **Brief Summary of Unit** (Including curricular context and unit goals):

This unit focuses on (as the title suggests) exploring cause and effect through change. Students will explore different personal, local, and global changes; what causes those changes, and what effects those change have on them, those around them, and the world. They will also understand that, while change is not avoidable, we empower ourselves by deciding how to react and respond to those changes. Students will read a fictional narrative in which they can relate to the main character: the story is about her first day at a US school. They will also read fictional and non-fiction letters to the editor, and a non-fiction, informative text. They will do a different assessment for each level of change, with a culminating assessment in which they are asked to choose something, virtually anything, that they want to change. They will have to show why they want that change to happen, what they will do to cause it, and what its effects will be. The assessment rubrics and handouts are attached at the end of the document, as well as a few of the worksheets that will be used throughout the unit.

As an extension to the unit, students may have an opportunity to volunteer and see how empowering it is to create change.

# **Unit: Exploring Cause and Effect through Change**

## **Grade: 7**

### **Stage 1: Desired Results**

#### **Understandings**

*Students will understand that...*

- Change is an experience that is inevitable.
- There are many causes of change.
- Even the smallest change has some lasting effect.
- We cannot stop change from happening, but we can control our responses to change.

#### **Essential Questions**

- Can change be avoided?
- What causes change?
- What effect does change have on me?  
My world? The world?

#### **Knowledge & Skill**

The student is expected to:

- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7.7 B)
- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing. (7.8 C)
- represent text information in different ways such as in outline, timeline, or graphic organizer. (7.10 L)
- identify the purposes of different types of texts such as to inform, influence, express, or entertain. (7.12 A)
- analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically. (7.12 I)
- write to express, discover, record, develop, reflect on ideas, and to problem solve. (7.15 A)
- write to influence such as to persuade, argue, and request. (7.15 B)
- write to inform such as to explain, describe, report, and narrate. (7.15 C)
- make connections across content areas and use and reuse language and concepts in different ways. (7.25 F)

## Stage 2: Assessment Evidence

### **Performance Task:**

#### **Exploring Personal Change**

Students will choose one of the following three options:

1. Write an essay where you can reflect on a change you have experienced. Answer these questions: What caused the change? What effects did the change have on you? Who/what else did that change effect? How? Why was the change important? How did you respond to it? What were some other possible ways to respond? (Modification for beginners: Outline answers to the questions and meet one on one with the teacher for clarification.)
2. Think about a time when you experienced an important change in your life. Create a collage or scrapbook using pictures and symbols to show what that change was. Also, show the cause and effects of that change. Be sure to include who and what it effected and how. Use some pictures to show the importance of the change to you, how you responded to it, and what some other possible responses to it could have been. Then write a sentence about each picture- why you chose to include it and what it represents.
3. Be a therapist. You will be given a scenario that your patient is experiencing. Figure out why this is important to them and what were the causes of the change. Help your patient figure out all the possible ways they can respond to the situation. Decide how your patient will respond to the change, and what effects this decision has on your patient and his or her loved ones. Write a case study describing the whole therapy session. (Modification for beginners: Borrow camera and allow them to video-record their case study.)

#### **Exploring Local Change**

Jackson Middle School is starting up a school paper. Write a letter to the editor about some change that you want to happen at school (a recess period, no uniforms, etc.). Explain what you want changed, why you want it to change, how you plan to make it happen, and what the effects will be.

#### **Exploring Global Change**

Heterogeneous Groups will read different articles that touch on the changes talked about in "Changing Earth." (Those changes include: Population Growth, Genetically Engineered/ Genetically Modified Foods, Fuel Supply, Transportation, Energy Resources, Environmentally Friendly Buildings.) Also included will be other types of global changes that the students can think of (war in Iraq, smog, oil spills, etc.). These focus groups will then write a report detailing the causes and effects of the changes. They will also tell if the effects are positive or negative. Students will also include any information that does not fit into those categories, but that may be interesting nonetheless. Students will use Microsoft Publisher to create a brochure with all of their information.

#### **Final Assessment**

Students will mind map on the following: If I could change ANY one thing (it could be one thing about yourself, one thing about school or San Antonio, or one thing about the world), what would I change? Why?

After mind-mapping, students will choose what they want to change, and create a song, essay, flowchart, letter, brochure, newsletter, or poster. The student's creation must answer these questions: What do I want to change? What will I do to make this happen? How will this change affect you? How will this change affect the world around you? Why do you want this change to happen?

### Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.)

note – these are usually included where appropriate in Stage 3 as well)

- Throughout the unit, students will work on a journal.
- Four Corners and Chalk Talk for pre-assessment purposes.
- Vocabulary Quiz
- Open Heart Activity
- Open Mind Activity
- What did they say? Activity
- Interactive Homework
- Compare and contrast Shirley's reactions to your own
- Exit Slip
- Exit Slip

Extension Activity: Find local organizations, schools, charities, etc. that would appreciate a few extra hands, and take students to do volunteer work showing them the power of creating change in others' lives. These organizations would ideally help students make changes to some of the things they want to affect and some of the problems we studied in the unit.

## Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

### Day 1

#### Pre-assessment

- Four Corners: to see students' ideas and opinions about the essential questions and related situations.
- Chalk Talk: Students have a silent, anonymous discussion about the essential questions on butcher paper.
- Journal entry: What do I think we are learning about? What do I want to learn over the course of the unit?

### Day 2

Background on "China's Little Ambassador" (chapter from the book In the Year of the Boar and Jackie Robinson by Bette Bao Lord)

- Explain: *ambassador, Jackie Robinson, Brooklyn, Chinese calendar*
- Chinese calendar activity: Students will manipulate the Chinese calendar to estimate the year in which the book/ chapter takes place.
- Journal entry: What is this story going to be about?

### Day 3

- How does the first day of school represent change? (Pizza Talk)
- Vocabulary building activity: Words will be presented to students. They will need to draw a picture, use the word in a sentence, and (if they want to) write the word in their native language.

**Journal entry:** Why is the first day of school important to the story?

### **Day 4-6**

#### **-Vocabulary quiz**

-Use your own experiences to understand the story. Relate to Shirley. Throughout the story, students will fill a t-chart with Shirley's experiences and similar experiences the student went through.

- Read "China's Little Ambassador"

#### **-Open Heart activity**

#### **-Open Mind activity**

#### **-What did they say?**

**-Interactive Homework:** Talk to a family member about a time that there was a big change in the family (try to avoid talking about coming to US).

**-Journal entries:** 1. One thing I know about the story. One thing I want to know about what will happen. 2. How is my interactive homework going? 3. How do I feel about Shirley's experience?

### **Day 7**

**-Assessment:** How does changing schools affect the student, their classmates, and their family members? How can you respond to changing schools? How have you responded? How did Shirley respond? Compare and contrast Shirley's reactions to your own.

**-No journal entry.**

### **Day 8-12**

#### **Assessment for Personal Change.**

Students will choose one of the following three options:

1. Write an essay where you can reflect on a change you have experienced. Answer these questions: What caused the change? What effects did the change have on you? Who/what else did that change effect? How? Why was the change important? How did you respond to it? What were some other possible ways to respond? (Modification for beginners: Outline answers to the questions and meet one on one with the teacher for clarification.)
2. Think about a time when you experienced an important change in your life. Create a collage or scrapbook using pictures and symbols to show what that change was. Also, show the cause and effects of that change. Be sure to include who and what it effected and how. Use some pictures to show the importance of the change to you, how you responded to it, and what some other possible responses to it could have been. Then write a sentence about each picture- why you chose to include it and what it represents.
3. Be a therapist. You will be given a scenario that your patient is experiencing. Figure out why this is important to them and what were the causes of the change. Help your patient figure out all the possible ways they can respond to the situation. Decide how your patient will respond to the change, and what effects this decision has on your patient and his or her loved ones. Write a case study describing the whole therapy

session. (Modification for beginners: Borrow camera and allow them to video-record their case study.)

### **Day 13**

- Pre-reading Activity: Learn about letters to the editor—what is the purpose for writing one? What formula do you use to write one? Talk about persuasion.
- Use prior knowledge to touch on how effective letter writing can be.
- **Journal entry**: How did I feel when the administrators allowed us to play soccer after we wrote our letter?
- **Exit Slip**

### **Day 14 and 15**

- Read “The Intersection” by Dina Anastasio.
- Talk through vocabulary as it comes up throughout the selection.
- Create a chart showing the changes that occurred between 1900, 1950, and 2000 (when the three letters were written. These changes could be based on the pictures in the story, the letters themselves, etc. At the bottom of the chart, leave room for similarities between 1900 and 1950, and 1950 and 2000. Also, leave room for similarities among the three years. (Could also use Venn Diagram)
- Journal entries**: Are the writers of the letters making change happen? How could they be more effective? Is change taking place over the 100 years? How?

### **Day 16 and 17**

- Study some local letters to the editor that have been pulled over the semester. Be sure to get some really good samples and some really weak samples that show people asking for change to happen.
- Do a jigsaw to get more samples studied in less time.
- Each student should create a list of all the local changes they read about.
- Journal entries**: What is one effective technique that a writer used? Why did it work? What was one letter that was ineffective? Why didn't it work?

### **Day 18-20**

#### **Assessment of Local Change**

- Jackson Middle School is starting up a school paper. Write a letter to the editor about some change that you want to happen at school (a recess period, no uniforms, etc.). Explain what you want changed, why you want it to change, how you plan to make it happen, and what the effects will be.
- Journal entry**. Traffic light work. (Red means they still need a lot of work, Yellow means they are getting things done, but slower than they wanted, Green is that they feel like they are on target with where they need to be.) Why do they feel like that?

**Supplemental activity for students who are advanced or finish their letter to the editor early.**

- Journal entries**: Are all changes personal? What other types of changes are there? What have I learned in the last 15 days? What have I learned in the last 15 days? What

has been the best part of the unit? What was the worst part of the unit?

### **Day 21**

- Pre-reading Activity
- Informational text vs. persuasion/ letters to the editor vs. fictional narrative
- How do we approach informational texts?
- Give One Get One. Answer these questions:
  - How has the Earth changed?
  - How have cars changed?
  - How has food changed?
  - How have buildings changed?
  - How has energy changed?
- No journal entry.

### **Day 22**

- Vocabulary Activity
- Review Cause/Effect/Solution
- Journal entry: Give students a scenario. Ask them to identify the change and write a cause, effect, and solution for that scenario.
- Exit Slip

### **Day 23-25**

- Read "Changing Earth"
- Take notes over the selection on butcher paper, so the whole class can participate and contribute. (For beginners, say the points out loud and write them on the overhead so they can copy them onto the butcher paper.)
- Journal entry: What have I learned today? What more do I want to know about what we read?

### **Day 26-30**

- Assessment of Global Change
- Heterogeneous Groups will read different articles that touch on the changes talked about in "Changing Earth." (Those changes include: Population Growth, Genetically Engineered/ Genetically Modified Foods, Fuel Supply, Transportation, Energy Resources, Environmentally Friendly Buildings.) Also included will be other types of global changes that the students can think of (war in Iraq, smog, oil spills, etc.). These focus groups will then write a report detailing the causes and effects of the changes. They will also tell if the effects are positive or negative. Students will also include any information that does not fit into those categories, but that may be interesting nonetheless. Students will use Microsoft Publisher to create a brochure with all of their information.
- No journal entry.

### **Day 31**

- Listen to songs about change. Begin to think about final performance assessment.



- Review different writing styles covered in the unit.
- Look at final performance assessment. Go over the rubric. Clarify and Explain the rubric.
- no journal entry.

### **Day 32-36**

#### **Final Assessment**

Students will mind map on the following: If I could change ANY one thing (it could be one thing about yourself, one thing about school or San Antonio, or one thing about the world), what would I change? Why?

After mind-mapping, students will choose what they want to change, and create a song, essay, flowchart, letter, brochure, newsletter, or poster. The student's creation must answer these questions: What do I want to change? What will I do to make this happen? How will this change affect you? How will this change affect the world around you? Why do you want this change to happen?

## *Exploring Personal Change*

*Choose one of the following to show me that you understand what we've talked about throughout this unit.*

- *Write an essay where you can reflect on a change you have experienced. Answer these questions: What caused the change? What effects did the change have on you? Who/what else did that change effect? How? Why was the change important? How did you respond to it? What were some other possible ways to respond?*
- *Think about a time when you experienced an important change in your life. Create a collage or scrapbook using pictures and symbols to show what that change was. Also, show the cause and effects of that change. Be sure to include who and what it effected and how. Use some pictures to show the importance of the change to you, how you responded to it, and what some other possible responses to it could have been. Then write a sentence about each picture- why you chose to include it and what it represents.*
- *Be a therapist. You will be given a scenario that your patient is experiencing. Figure out why this is important to your patient and what were the causes of the change. Help your patient figure out all the possible ways they can respond to the situation. Decide how your patient will respond to the change, and what effects this decision has on your patient and his or her loved ones. Write a case study describing the whole therapy session.*



## *Exploring Personal Change*

*What did I choose?*

*Essay*

*Collage/Scrapbook*

*Case Study*

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>
<i>Change</i>	<i>I do not in any way express the situation in which the change occurs.</i>	<i>I allude to the situation in which the change occurs.</i>	<i>I express the situation in which the change occurs.</i>	<i>I clearly express the situation in which the change occurs.</i>
<i>Causes</i>	<i>I do not express any of the causes that led to the change.</i>	<i>I express few causes that led to the change, but do not show all of the causes.</i>	<i>I make clear most of the causes that led to change.</i>	<i>I make clear all the causes that led to the change.</i>
<i>Effects on Individual</i>	<i>I do not express any of the effects he/she/the patient experiences.</i>	<i>I express few, but not all of the effects he/she/the patient experiences.</i>	<i>I expresses most but not all of the effects he/she/the patient experiences.</i>	<i>I express all of the effects he/she/the patient experiences.</i>
<i>Effects on Others</i>	<i>I do not express any of the effects that other people experience.</i>	<i>I express few but not all of the effects other people experience.</i>	<i>I expresses most of the effects other people experience.</i>	<i>I express all of the effects other people experience.</i>
<i>All Possible Responses</i>	<i>I do not express any of the possible responses. I do not express how they responded.</i>	<i>I express the best response/ the way they responded. I do not express all possible responses.</i>	<i>I express the best response/ the way they responded. I express all other possible responses.</i>	<i>I express the best response/ the way they responded. I express all the possible responses. I reflect on the response they chose.</i>

## **EXPLORING LOCAL CHANGE**

**JACKSON MIDDLE SCHOOL IS STARTING UP A SCHOOL PAPER. WRITE A LETTER TO THE EDITOR ABOUT SOME CHANGE THAT YOU WANT TO HAPPEN AT SCHOOL (A RECESS PERIOD, NO UNIFORMS, ETC.). EXPLAIN: 1. WHAT YOU WANT CHANGED, 2. WHY YOU WANT IT TO CHANGE, 3. HOW YOU PLAN TO MAKE IT HAPPEN, AND 4. WHAT THE EFFECTS WILL BE.**

**YOU WILL BE GRADED AS FOLLOWS:**

	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>GOOD</b>	<b>EXCELLENT</b>
<b>USE OF LETTER FORMAT</b>	<b>STUDENT DOES NOT USE ANY KEY ELEMENTS OF LETTER WRITING.</b>	<b>STUDENT USES ONE OR TWO ELEMENTS OF LETTER WRITING.</b>	<b>STUDENT INCLUDES MOST OF THE ELEMENTS OF LETTER WRITING.</b>	<b>STUDENT HAS USED ALL OF THE KEY ELEMENTS OF LETTER WRITING</b>

				.
<b>INFORMATION PROVIDED</b>	<b>STUDENT HAS ANSWERED 0 OR 1 OF THE QUESTIONS ABOVE.</b>	<b>STUDENT HAS ANSWERED 2 OF THE QUESTIONS ABOVE.</b>	<b>STUDENT HAS ANSWERED 3 OF THE QUESTIONS ABOVE.</b>	<b>STUDENT HAS ANSWERED ALL OF THE QUESTIONS ABOVE.</b>
<b>EFFECTIVE PERSUASION</b>	<b>STUDENT HAS NO ARGUMENT FOR WHY THEIR CHANGE SHOULD HAPPEN.</b>	<b>STUDENT HAS A WEAK ARGUMENT FOR WHY THEIR CHANGE SHOULD HAPPEN BUT HAS NOT PERSUADED THE READER TO HELP MAKE IT</b>	<b>STUDENT HAS A VERY STRONG ARGUMENT, BUT HAS NOT PERSUADED THE READER TO MAKE THE CHANGE HAPPEN.</b>	<b>STUDENT HAS PERSUADED THE READER TO MAKE THE CHANGE HAPPEN.</b>

		<b>HAPPEN.</b>		
--	--	----------------	--	--

## Exploring Global Change

With your groups, you will read an article that touches on one of the changes talked about in "Changing Earth" or some other global change. You will write a report detailing the causes and effects of the changes. You will also tell if the effects are positive or negative. You will also need to include any information that is interesting, but might not fit into those categories. You will use Microsoft Publisher to create a brochure with all of your information.

Group members will be: reporter/recorder, primary investigator, illustrator/not taker, and group manager.

You will receive a group grade that is the same for all group members, and an individual grade based on a self-assessment, an assessment your group members do, and my own observations.

	Points Received	Points Possible
Title Fold: Title of your brochure in WordArt, all group members and their positions.		10
Introduction Fold: Tells your reader what you will be talking about and why it is important.		20
Sources Fold: Include "Changing Earth," the article you read, and any websites where your group found pictures.		20
Cause Fold: Include the causes for the change you are talking about.		20
Effects Folds: What are the positive and negative effects on you as a group and on the world in general.		30
Total		100
Individual grade based on self assessment, group individual assessment, and Ms. Gamboa's observations.		100

## Creating Change: How and Why?

We have spent about 6 weeks talking about different kinds of changes: personal, local, and global.



Now, think for 5 minutes: If you could change ANY one thing (it could be one thing about yourself, one thing about school or San Antonio, or one thing about the world), what would it be? Why? You will turn in a mind map at the end of this activity.

Once you choose what you want to change, you will create a song, essay, flowchart, letter, brochure, newsletter, or poster. Your creation must answer these questions:

What do you want to change?

What will you do to make this happen?

How will this change affect you?

How will this change affect the world around you?

Why do you want this to change?

## Creating Change: How and Why?

	unacceptable	Acceptable	Good	Excellent
Mind Map	Student did not do mind map.	Mind Map was unorganized and did not help in choosing what to focus on.	Mind Map was cohesive and organized, but did not help student make a decision.	Mind map was well organized and made focusing on one thing very easy for the student.
Choice of Media	Student chose the easiest medium to represent his or her project, but did not use it as effectively as possible.	Student chose the easiest medium to represent his or her project and used it effectively.	Student chose a challenging medium to represent his or her project, but did not use it as effectively as possible.	Student chose a challenging medium to represent his or her project, and used it effectively.
Questions	Student answers 0-1 questions effectively. Answers are very choppy.	Student answers 2-3 questions effectively. Answers are choppy, but there is some flow.	Student answers 3-4 questions effectively. Answers flow and are cohesive.	Student answers all questions presented effectively. Answers flow well and are cohesive.
Organization	Final project is sloppy and unorganized.	Final project is sloppy and slightly organized. -OR- Final project is neat but disorganized.	Final project is sloppy, but well organized. -OR- Final project is neat and slightly organized.	Final project is neat and well organized.



**"Waiting on a World to Change" by John Mayer**

Me and all my friends  
We're all misunderstood  
They say we stand for nothing and  
There's no way we ever could  
Now we see everything is going wrong  
With the world and those who lead it  
We just feel like we don't have the means  
To rise above and beat it

So we keep waiting (waiting)  
Waiting on the world to change  
We keep on waiting (waiting)  
Waiting on the world to change  
It's hard to beat the system  
When we're standing at a distance  
So we keep waiting (waiting)  
Waiting on the world to change

Now if we had the power  
To bring our neighbors home from war  
They would have never missed a Christmas  
No more ribbons on their door  
When you trust your television  
What you get is what you got  
'Cuz' when they own the information ooohhh,  
They can bend it all they want

So while we're waiting (waiting)  
Waiting on the world to change  
We keep on waiting (waiting)  
Waiting on the world to change  
It's not that we don't care  
We just know that the fight ain't fair  
So we keep waiting (waiting)  
Waiting on the world to change

(Guitar solo)

We're still waiting (waiting)  
Waiting on the world to change  
We keep on waiting (waiting)  
Waiting on the world to change  
One day our generation  
Is gonna rule the population

So we keep on waiting (waiting)  
Waiting on the world to change  
Know we keep on waiting (waiting)  
Waiting on the world to change  
we keep on waiting (waiting)  
Waiting on the world to change  
Waiting on the world to change  
Waiting on the world to change  
Waiting on the world to change

**"What's Going On" by Various Artists**

Tell me  
People dying  
People crying  
Lord help us

Mother, mother  
There's too many of you crying  
Oh, brother, brother, brother  
There's far too many of you dying  
That's right  
You know we've got to find a way  
To bring some lovin' here today

Oh my father, father  
We don't need to escalate  
You see war is not the answer  
For only love can conquer hate  
You know we've got to find a way

To bring some lovin' here today  
Barricades, can't block our way  
Don't punish me with brutality

Talk to me  
So you can see

Oh what's going on  
What's going on  
Yeah what's going on  
Ahh what's going on

What's going on in a world filled with pain  
Where's the love for which we pray  
What's going on  
When our children can't play  
Homeless can't eat  
There's got to be a better way  
What's going on  
When we politically blind  
Can't see the signs of endangered times  
What's going on

What's goin' on in the world today  
I'd rather be dead than to turn my head away  
We got this first world vision too  
Comfy to lift up our hands in the air  
And cry for a switch

Father, father  
Father help us, come on  
Everybody thinks we're wrong  
Oh, but who are they to judge us  
Together we can all be strong  
United we stand, divided we fall  
Oh you know we've got to find a way  
To bring some understanding here today  
Barricades can't block our way

Don't punish me with brutality  
Baby talk to me  
So you can see

Yeah, what's going on  
Hey, what's going on  
Somebody tell me what's going on  
I'll tell you what's goin' on-uh

What's going on 'cross seas  
Every minute a child dies by this disease  
In record numbers indeed  
Got mamma's crying out please  
My baby hold on  
My child ain't done nothing wrong  
Still I want to holler  
Ask them why they don't bother  
Oh no, oh no  
Make me turn to my father  
And ask him why they all got a trapped soul

I can feel what was bothering Marvin  
Why his words forever remain  
Dealing with these modern day problems  
'Cause of ignorance surrounding me and my  
constituents  
Too many infected  
Too many lives diminishing  
Nobody say Protestants, Jews, Blacks, and  
Whites, Latinos and Asians  
Pray together  
Less fight  
We better unite  
As genocide chemical war  
And the rich and the poor  
Know that God delivers a cure

It's a shame our reality is devastating  
People praying for a cure  
Dying while they're waiting  
Ask the Lord for the comfort and strength to  
face it  
All the kids with dreams  
Won't get the chance to chase it  
Makes me sad  
Think about the lives they would've had  
Think about the orphan babies got no moms  
and dads  
How can we sit back and not try to make it  
right  
We gotta come together  
We gotta fight for life

Somebody tell me what's going on  
(What's going on)  
We got human beings using humans for a bomb  
But everyone wanna live  
Don't nobody really want to die  
You feeling me right  
I can't be watching people die (die)  
And watching people cry  
Let me break it down for a minute  
If there's enough room here for you and me  
There's plenty of room for some humanity

Somebody tell me what's going on  
(What's going on)  
Somebody tell me what's going on  
(What's going on)  
Somebody tell me what's going on  
(What's going on)  
Somebody tell me what's going on  
(What's going on)  
Somebody tell me what's going on  
(What's going on)  
Somebody tell me what's going on  
(What's going on)  
Somebody tell me what's going on

(What's going on)  
Somebody tell me what's going on  
(What's going on)  
Somebody tell me what's going on  
(What's going on)

### **"Man in the Mirror" by Michael Jackson**

I'm Gonna Make A Change,  
For Once In My Life  
It's Gonna Feel Real Good,  
Gonna Make A Difference  
Gonna Make It Right . . .

As I, Turn Up The Collar On My  
Favorite Winter Coat  
This Wind Is Blowin' My Mind  
I See The Kids In The Street,  
With Not Enough To Eat  
Who Am I, To Be Blind?  
Pretending Not To See  
Their Needs  
A Summer's Disregard,  
A Broken Bottle Top  
And A One Man's Soul  
They Follow Each Other On  
The Wind Ya' Know  
'Cause They Got Nowhere  
To Go  
That's Why I Want You To  
Know

I'm Starting With The Man In  
The Mirror  
I'm Asking Him To Change  
His Ways  
And No Message Could Have  
Been Any Clearer  
If You Wanna Make The World

A Better Place  
(If You Wanna Make The  
World A Better Place)  
Take A Look At Yourself, And  
Then Make A Change  
(Take A Look At Yourself, And  
Then Make A Change)  
(Na Na Na, Na Na Na, Na Na,  
Na Nah)

I've Been A Victim Of A Selfish  
Kind Of Love  
It's Time That I Realize  
That There Are Some With No  
Home, Not A Nickel To Loan  
Could It Be Really Me,  
Pretending That They're Not  
Alone?

A Willow Deeply Scarred,  
Somebody's Broken Heart  
And A Washed-Out Dream  
(Washed-Out Dream)  
They Follow The Pattern Of  
The Wind, Ya' See  
Cause They Got No Place  
To Be  
That's Why I'm Starting With  
Me  
(Starting With Me!)

I'm Starting With The Man In  
The Mirror  
(Ooh!)  
I'm Asking Him To Change  
His Ways  
(Ooh!)  
And No Message Could Have  
Been Any Clearer

If You Wanna Make The World  
A Better Place  
(If You Wanna Make The  
World A Better Place)  
Take A Look At Yourself And  
Then Make A Change  
(Take A Look At Yourself And  
Then Make A Change)

I'm Starting With The Man In  
The Mirror  
(Ooh!)  
I'm Asking Him To Change His  
Ways  
(Change His Ways-Ooh!)  
And No Message Could've  
Been Any Clearer  
If You Wanna Make The World  
A Better Place  
(If You Wanna Make The  
World A Better Place)  
Take A Look At Yourself And  
Then Make That . . .  
(Take A Look At Yourself And  
Then Make That . . .)  
Change!

I'm Starting With The Man In  
The Mirror,  
(Man In The Mirror-Oh  
Yeah!)  
I'm Asking Him To Change  
His Ways  
(Better Change!)  
No Message Could Have  
Been Any Clearer  
(If You Wanna Make The  
World A Better Place)  
(Take A Look At Yourself And

Then Make The Change)  
(You Gotta Get It Right, While  
You Got The Time)  
( 'Cause When You Close Your  
Heart)  
You Can't Close Your . . .Your  
Mind!  
(Then You Close Your . . .  
Mind!)  
That Man, That Man, That  
Man, That Man  
With That Man In The Mirror  
(Man In The Mirror, Oh Yeah!)  
That Man, That Man, That Man  
I'm Asking Him To Change  
His Ways  
(Better Change!)  
You Know . . .That Man  
No Message Could Have  
Been Any Clearer  
If You Wanna Make The World  
A Better Place  
(If You Wanna Make The  
World A Better Place)  
Take A Look At Yourself And  
Then Make A Change  
(Take A Look At Yourself And  
Then Make A Change)  
Hoo! Hoo! Hoo! Hoo! Hoo!  
Na Na Na, Na Na Na, Na Na,  
Na Nah  
(Oh Yeah!)  
Gonna Feel Real Good Now!  
Yeah Yeah! Yeah Yeah!  
Yeah Yeah!  
Na Na Na, Na Na Na, Na Na,  
Na Nah  
(Ooooh . . .)  
Oh No, No No . . .

I'm Gonna Make A Change  
It's Gonna Feel Real Good!  
Come On!  
(Change . . .)  
Just Lift Yourself  
You Know  
You've Got To Stop It.  
Yourself!  
(Yeah!-Make That Change!)  
I've Got To Make That Change,  
Today!  
Hoo!  
(Man In The Mirror)  
You Got To  
You Got To Not Let Yourself . . .  
Brother . . .  
Hoo!  
(Yeah!-Make That Change!)  
You Know-I've Got To Get  
That Man, That Man . . .  
(Man In The Mirror)  
You've Got To  
You've Got To Move! Come  
On! Come On!  
You Got To . . .  
Stand Up! Stand Up!  
Stand Up!  
(Yeah-Make That Change)  
Stand Up And Lift  
Yourself, Now!  
(Man In The Mirror)  
Hoo! Hoo! Hoo!  
Aaow!  
(Yeah-Make That Change)  
Gonna Make That Change . . .  
Come On!  
(Man In The Mirror)  
You Know It!  
You Know It!

You Know It!  
You Know . . .  
(Change . . .)  
Make That Change.

### **"Heal the World" by Michael Jackson**

There's A Place In  
Your Heart  
And I Know That It Is Love  
And This Place Could  
Be Much  
Brighter Than Tomorrow  
And If You Really Try  
You'll Find There's No Need  
To Cry  
In This Place You'll Feel  
There's No Hurt Or Sorrow

There Are Ways  
To Get There  
If You Care Enough  
For The Living  
Make A Little Space  
Make A Better Place...

Heal The World  
Make It A Better Place  
For You And For Me  
And The Entire Human Race  
There Are People Dying  
If You Care Enough  
For The Living  
Make A Better Place  
For You And For Me

If You Want To Know Why  
There's A Love That  
Cannot Lie  
Love Is Strong

It Only Cares For  
Joyful Giving  
If We Try  
We Shall See  
In This Bliss  
We Cannot Feel  
Fear Or Dread  
We Stop Existing And  
Start Living

Then It Feels That Always  
Love's Enough For  
Us Growing  
So Make A Better World  
Make A Better World...

Heal The World  
Make It A Better Place  
For You And For Me  
And The Entire Human Race  
There Are People Dying  
If You Care Enough  
For The Living  
Make A Better Place  
For You And For Me

And The Dream We Were  
Conceived In  
Will Reveal A Joyful Face  
And The World We  
Once Believed In  
Will Shine Again In Grace  
Then Why Do We Keep  
Strangling Life  
Wound This Earth  
Crucify Its Soul  
Though It's Plain To See  
This World Is Heavenly  
Be God's Glow

We Could Fly So High  
Let Our Spirits Never Die  
In My Heart  
I Feel You Are All  
My Brothers  
Create A World With  
No Fear  
Together We'll Cry  
Happy Tears  
See The Nations Turn  
Their Swords  
Into Plowshares

We Could Really Get There  
If You Cared Enough  
For The Living  
Make A Little Space  
To Make A Better Place...

Heal The World  
Make It A Better Place  
For You And For Me  
And The Entire Human Race  
There Are People Dying  
If You Care Enough  
For The Living  
Make A Better Place  
For You And For Me

Heal The World  
Make It A Better Place  
For You And For Me  
And The Entire Human Race  
There Are People Dying  
If You Care Enough  
For The Living  
Make A Better Place  
For You And For Me

Heal The World  
Make It A Better Place  
For You And For Me  
And The Entire Human Race  
There Are People Dying  
If You Care Enough  
For The Living  
Make A Better Place  
For You And For Me

There Are People Dying  
If You Care Enough  
For The Living  
Make A Better Place  
For You And For Me

There Are People Dying  
If You Care Enough  
For The Living  
Make A Better Place  
For You And For Me

You And For Me  
You And For Me  
You And For Me

### **"Hands" by Jewel**

If I could tell the world just one thing  
It would be that we're all OK  
And not to worry 'cause worry is wasteful  
And useless in times like these  
I won't be made useless  
I won't be idle with despair  
I will gather myself around my faith  
For light does the darkness most fear  
My hands are small, I know  
But they're not yours, they are my own

But they're not yours, they are my own  
And I am never broken  
Poverty stole your golden shoes  
It didn't steal your laughter  
And heartache came to visit me  
But I knew it wasn't ever after  
We'll fight, not out of spite  
For someone must stand up for what's right  
'Cause where there's a man who has no voice  
There ours shall go singing  
My hands are small I know  
But they're not yours, they are my own  
But they're not yours, they are my own  
I am never broken  
In the end only kindness matters  
In the end only kindness matters  
I will get down on my knees, and I will pray  
I will get down on my knees, and I will pray  
I will get down on my knees, and I will pray  
My hands are small I know  
But they're not yours, they are my own  
But they're not yours, they are my own  
And I am never broken  
My hands are small I know  
But they're not yours, they are my own  
But they're not yours, they are my own  
And I am never broken  
We are never broken  
We are God's eyes  
God's hands  
God's mind  
We are God's eyes  
God's hands  
God's heart  
We are God's eyes  
God's hands  
God's eyes  
We are God's hands  
We are God's hands



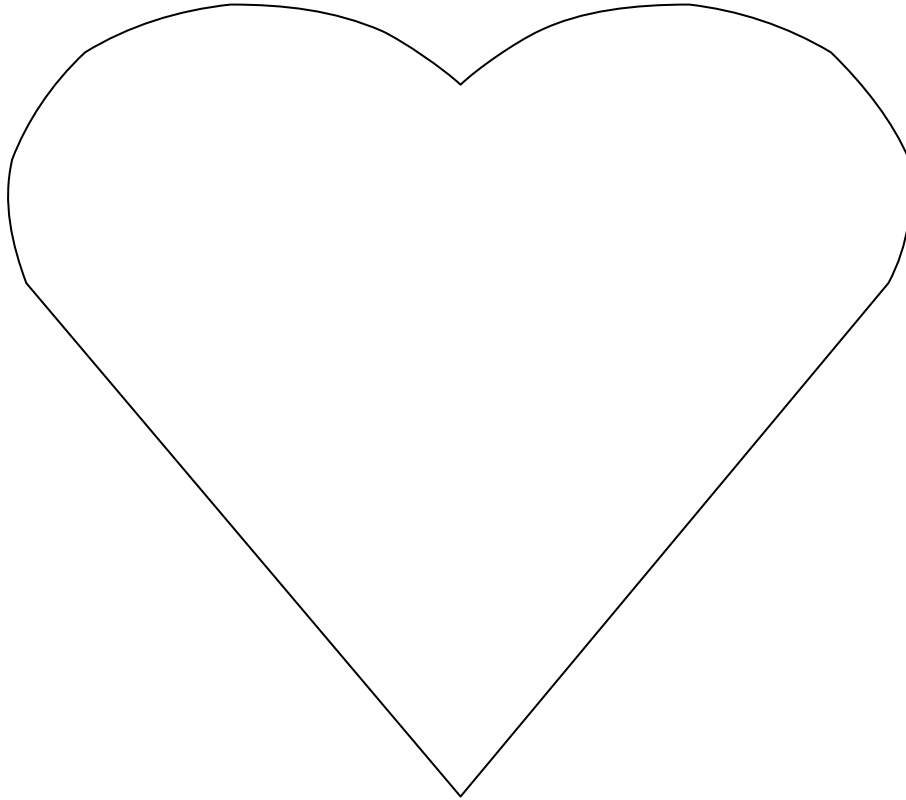


Name \_\_\_\_\_ Date \_\_\_\_\_

I am reading \_\_\_\_\_.

## Open Heart

As you read the selection, write down or draw feelings that you or the main character feel.  
After you are done, write a 3-6 sentence summary of what you read.



Beginning \_\_\_\_\_

---

Middle \_\_\_\_\_

---

End \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

I am reading \_\_\_\_\_.

## Open Mind

As you read the selection, write down or draw what you visualize. After you are done, write a 3-6 sentence summary of what you read.



Beginning \_\_\_\_\_

---

Middle \_\_\_\_\_

---

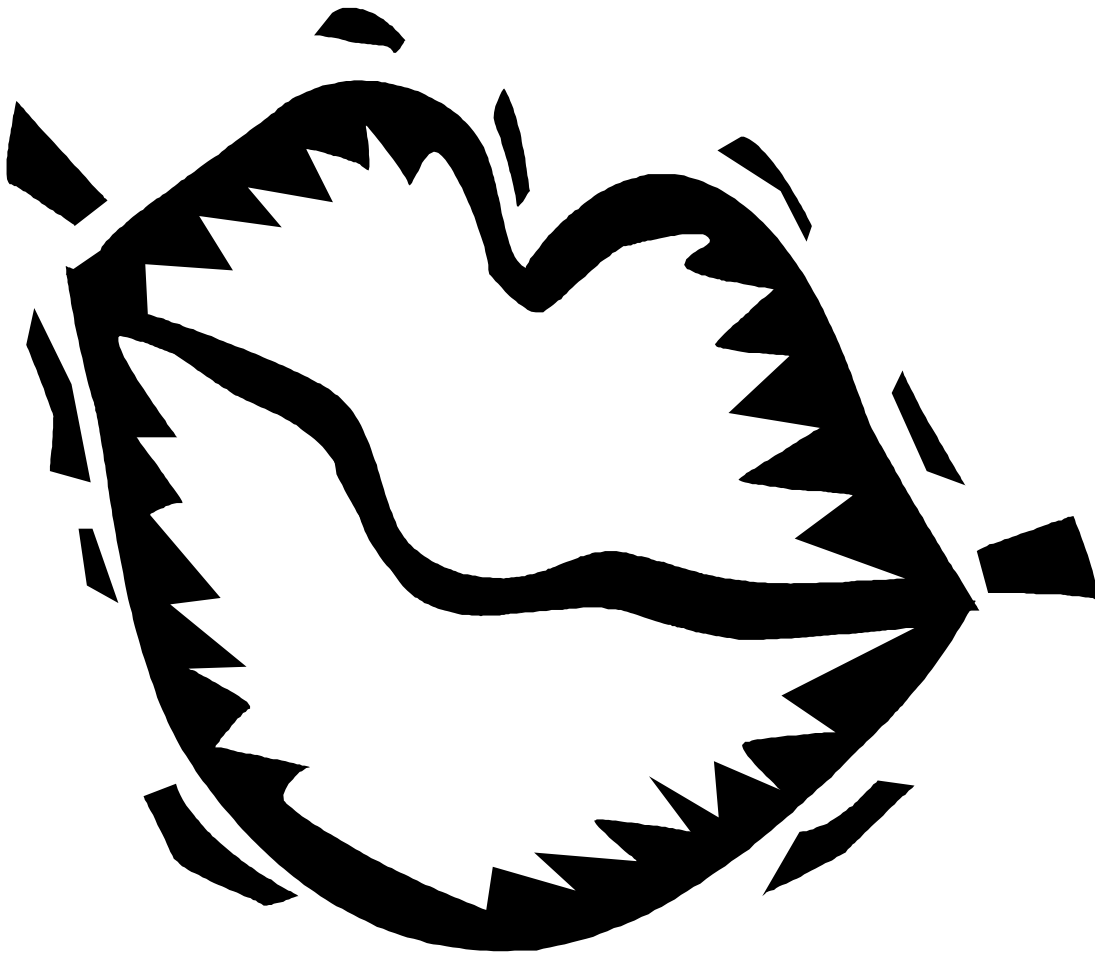
End \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

I am reading \_\_\_\_\_.

### What did they say?

In this selection, we are going to focus on identifying dialogue—the parts of the story where people are talking. In the mouth, write some of the dialogue that you find in the story. Don't forget your quotation marks.



## Interactive Homework

Dear family partner:

We are learning about the causes and effects of change in our ESL class. I would appreciate it if you helped me to better understand this concept by talking with me about a change that has happened in our family, what caused it, and how were we affected by it. This assignment is due on \_\_\_\_\_.

Thank you for your help!

\_\_\_\_\_  
Student's signature

On this assignment, you are allowed to work in your native language, as long as you give me one sentence in English per question.

1. What was a big change that our family had to go through together? (a new baby, moving, a new pet, etc.)
2. What caused the change? (parents wanted another child, parents wanted a better life for their children, parents wanted children to learn responsibility, etc.)
3. What effects did it have on the family? (older children had to help with new baby, everyone had to make new friends, everyone had to leave the life they knew, children learned to take care of a pet, etc.)